



Religious Education policy

‘Love one another warmly as Christians, and be eager to show respect for one another. Serve the Lord with a heart full of devotion.’

Romans 12:10

Committee:	Local Governing Body
Policy Ratified:	October 2026
Review Date:	October 2027

Subject requirements:

Religious Education is currently part of the basic curriculum but is not the National Curriculum. It must be taught according to a locally agreed syllabus and must take up at least 5% of teaching time. R.E must be provided for all registered pupils but parents have the right to withdraw their children from Religious Education lessons. Religious Education must reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching and practices of other principal religions represented in the country. See Education Act (1944) and the Education Reform Act (1988).

The Church of England statement of entitlement states that Religious Education in a church school must enable every child to flourish and to live life in all its fullness. It should teach a full curriculum that prepares pupils for the opportunities, responsibilities and experiences of life in modern Britain.

Overview:

Our RE curriculum aims to engage pupils in relevant questioning and exploration of their own and others' beliefs, ethics, religions and world views. We encourage the progression of pupils' critical thinking skills, as well as their spiritual and moral development, which in turn will help them to have respect for themselves and others. The secure knowledge and the experiences that they gain throughout their time at Lilliput will help them to become more confident individuals and conscientious global citizens. We will also help the children to develop their British values and to show respect and tolerance of different faiths and beliefs and to celebrate diversity.

Lilliput Infant School

Lilliput is a Church of England Infant School. We teach RE using an enquiry-based approach in line with the *Agreed Syllabus for Religious Education for Bournemouth, Christchurch and Poole*. We follow a 4 step model of; engagement, investigation, evaluation and expression in our teaching and we use the *Understanding Christianity* resources to enrich the quality of our teaching of Christianity. Our RE teaching links well with our Christian values which are taken from the *Roots and Fruits* resource as part of our collective worship.

'Big questions in religious education (RE) challenge pupils' thinking of the way Christian concepts have a relevance for their lives. This deepens their understanding of the vision and provides examples of how they can live. Pupils use higher order thinking skills creatively, making informed links with previous learning. They articulate ideas showing a depth of knowledge of religious ideas far beyond expectations for their age group. Staff research identifies experiences which are making a transformational difference to pupils' thinking ensuring these are shared. Different faiths and beliefs are explored enabling pupils to make comparisons which extend their understanding. Religious education has a very high profile in the life of the school.'
(2019 SIAMS inspection)

The aims of our RE teaching;

- To adopt an enquiry- based approach as recommended by Ofsted, beginning with children's own life experience before moving on to learning about and from religion and worldviews.

- To provoke challenging questions about the meaning and purpose of life, beliefs, the self and issues of right and wrong, commitment and belonging.
- To develop children's substantive knowledge as well as their disciplinary knowledge by considering the theology, philosophy and social sciences.
- To not seek to urge religious beliefs on pupils nor compromise the integrity of their own beliefs by promoting one religion over another.
- To encourage pupils to explore their own beliefs (religious or non-religious) and how these impact their everyday lives.
- To enable pupils to build on their own sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- To teach pupils to develop respect for others, including people with different faiths, beliefs, non-religious world views and help to challenge prejudice.
- To prompt pupils to consider their responsibilities to themselves and others, and to explore how they might contribute to their communities and to wider society.
- To develop a sense of awe, wonder and mystery.
- To nurture children's own spiritual development.

Religious Education at Lilliput will provide opportunities to promote:

- Spiritual development
- Moral development
- Social development
- Cultural development
- Emotional development

Promoting high quality Religious Education

- In order to make religious education a lively, active subject we employ a variety of teaching methods including art, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories, and the use of periods of stillness and reflection.
- Individual RE booklets - all pupils contribute to their own learning booklet which evidences a range of RE work; such as, images from drama activities, discussion-based responses, art work, written work and mind mapping.
- Children are given reflection opportunities at the start and end of each unit.
- Religious education is not the same as Collective Worship, which has its own place within school life.
- With close links to the Church of the Holy Angels, church visitors and the local vicar also help to contribute towards the teaching of Religious Education.
- Each class has their own 'Reflection Time' during the week when the children can think about our recent collective worships and our value of the half term. They have time to listen to calming music, share prayers and enhance their spiritual development.
- Where possible we give our pupils opportunities to encounter local faith communities through visits to local places of worship or be visited by members of local faith communities.
- We encourage children to engage with prayer and provide a reflection area and prayer station in each classroom.

- We ensure that we provide continual professional development for staff so that subject knowledge is strong.

Curriculum Planning in RE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YR	Theme: Special People <u>Enquiry question:</u> What makes people special? Why is the word 'God' so important to Christians? (UC) <u>Religion:</u> Christianity <u>Christian concept:</u> God	Theme: Christmas <u>Enquiry question:</u> What is Christmas? Why do Christians perform Nativity plays at Christmas? (UC) <u>Religion:</u> Christianity <u>Christian concept:</u> Incarnation	Theme: Celebrations <u>Enquiry question:</u> How do people celebrate? <u>Religion:</u> Hinduism (~~Sanatana~~ Dharma)	Theme: Easter <u>Enquiry question:</u> What is Easter? Why do Christians put a cross in an Easter garden? (UC) <u>Religion:</u> Christianity <u>Christian concept:</u> Salvation	Theme: Story time <u>Enquiry question:</u> What can we learn from stories? <u>Religion:</u> Christianity, Islam, Hinduism (~~Sanatana~~ Dharma), Sikhism	Theme: Special places <u>Enquiry question:</u> Are there some places that are special to Christians? <u>Religions:</u> Christianity, Islam, Judaism
YEAR 1	Theme: The Creation story <u>Enquiry question:</u> Who made the world? (UC) Does God want Christians to look after the world? <u>Religion:</u> Christianity <u>Christian concept:</u> God	Theme: The Christmas Story <u>Enquiry question:</u> Why does Christmas matter to Christians? (UC) What gifts might Christians in my town have given Jesus if He had been born here rather than in Bethlehem? <u>Religion:</u> Christianity <u>Christian concept:</u> Incarnation	Theme: Jesus as a friend <u>Enquiry question:</u> Was it always easy for Jesus to show friendship? <u>Religion:</u> Christianity <u>Christian concept:</u> Gospel	Theme: Easter – Palm Sunday <u>Enquiry question:</u> Why does Easter matter to Christians? (UC) Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? <u>Religion:</u> Christianity <u>Christian concept:</u> Salvation	Theme: Shabbat <u>Enquiry question:</u> Why is Shabbat important to some Jews? <u>Religion:</u> Judaism	Theme: Rosh Hashanah and Yom Kippur <u>Enquiry question:</u> Are Rosh Hashanah and Yom Kippur important to Jewish children? <u>Religion:</u> Judaism
YEAR 2	Theme: Community and Belonging <u>Enquiry question:</u> Does going to a mosque give Muslims a sense of belonging? <u>Religion:</u> Islam	Theme: Christmas – Jesus as a gift from God <u>Enquiry question:</u> Why was Jesus' birth so extraordinary? (UC) Why do Christians believe God gave Jesus to the world? <u>Religion:</u> Christianity <u>Christian concept:</u> Incarnation	Theme: The teachings of Jesus <u>Enquiry question:</u> Is it possible to be kind to everyone all of the time? <u>Religion:</u> Christianity <u>Christian concept:</u> Gospel	Theme: Easter – Resurrection <u>Enquiry question:</u> What can we learn about forgiveness from the Easter story? (UC) How important is it to Christians that Jesus came back to life after His crucifixion? <u>Religion:</u> Christianity <u>Christian concept:</u> Salvation	Theme: Prayer at home/Passover <u>Enquiry question:</u> How important is it for Jewish people to do what God asks them to do? <u>Religion:</u> Judaism	Theme: Hajj <u>Enquiry question:</u> Does completing Hajj make a person a better Muslim? <u>Religion:</u> Islam

Assessment Arrangements in R.E

At the end of each unit the children complete an exit quiz. From this assessment, teachers are able to determine whether a child is working at the expected standard for RE and where the gaps might be in their key knowledge, in order to guide future learning. We start every lesson with 'Flashback learning' to consolidate previous learning in order to make links. The subject leader monitors Religious Education within the school through data analysis, observations, scrutiny of work and pupil voice.

Inclusion Arrangements in R.E:

At Lilliput Infant school, we strive to be an inclusive community and Religious Education can make a significant contribution to inclusion, particularly as it promotes respect for all. It is our intention to help children develop personal moral values, respect for religious values and understanding of other cultures, religions and ways of life. We promote experiences that will build on and enrich the differing experiences pupils bring to Religious Education. We strive to meet all pupils' learning needs, differentiating and providing 'Ways in' to help those who need additional support. This enables all to achieve, building self-esteem and fulfilling our aim to

give all pupils the opportunity to experience success in learning and to achieve as high a standard as possible.

The Right of Withdrawal from Religious Education:

We recognise that parents have the legal right to withdraw their children from religious education if requested in writing. However, we would ask any parent considering withdrawing their child/children to contact the head teacher in the first instance to discuss any concerns or anxieties about the policy, provision and practice of religious education at Lilliput School. The school does not support selective withdrawal from R.E.

Spirituality:

Part of our teaching of Religious Education is about enriching the spiritual journey of the pupils at our school. Our definition of Spirituality is 'Developing a relationship with ourselves, others and the world and beyond and recognising that love is at the heart of it'.

Our key strands of Spirituality are;

Reflection,

Connection,

Awe and wonder,

Peace

We explore Spirituality throughout our daily act of Collective worship and within RE lessons. We also have 'Reflection time' once a week which enables the children to have a quiet time to listen to calming music, look at artwork linked to our values, share bible quotes and prayers and reflect on their RE learning. Prayer stations and Reflection areas in each classroom provide children with a calm, spiritual space where they can explore these ideas and share their personal prayers.

RE and spirituality are woven into every aspect of our curriculum and are explored in many subject areas. We are continually teaching the children about the values and moral beliefs that underpin individual choices of behaviour. We are promoting the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. The children are given opportunities to consider and respond to questions concerning the meaning and purpose of life. They recognise the difference between right and wrong through the study of moral and ethical questions.